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**Article:** “Principals' Portfolios: A reflective process for displaying professional competencies, personal qualities and job accomplishments.”

* What were the key points highlighted in the article?

Change is an internal process. Change will happen when individual teachers and principals take the personal responsibility for their individual professional development. Very often, people change when they set their minds to change. This includes the principal.

The main reason for using portfolios in the evaluation of principals is that it allows the principal to play a key role in the process. The outcome is self-assessment.

The premise of the portfolio is that professional growth is an internal process and professional growth can occur only if the individual is willing to change. To develop a portfolio the following components are useful:

Self-assessment -- First, each individual needs to determine what he/she needs to learn and how he/she need to change.

Reflection – The individual needs to determine what effective leadership means in a school community and what evidence will verify this. Some of the key questions to be asked – What are my core values as a leader? What are my goals as a leader: What evidence is needed to show these? After looking at the evidence, what are my strengths and weaknesses? What are my professional goals and how am I working toward them?

Dialogue – The professional leader then needs to dialogue with other professionals about their thinking.

Evidence – The principal builds the portfolio to indicate how the implementation process has taken place and collects data as evidence. For example, if the goal was better school climate, the data collected might be community, parents, and faculty activities along with student data and school climate surveys to show evidence.

Growth Plans – The principal’s portfolio is more accurately a process rather than a product to revise and continually make decisions by using the evidence.

To create a portfolio, organization is required. First, start with personal information and end with the professional development. Each part should include a reflection statement including a list of artifacts. Decide on the format – Three-ring binder, CD, Web page, etc.

Remember the central purpose of the portfolio is to engage in personal reflection, self-assessment and professional dialogue. The portfolio should be only part of the districts evaluation. Remember the person and not the portfolio is being evaluated to determine growth.

* Think about your experience with portfolios in teacher and/or administrative evaluation? What are the issues that can arise and how have you addressed them in the past?

The purpose for the portfolio is not often identified. It then becomes a collection of experiences rather than a growth indicator.

The administrator works to show strengths rather than gain knowledge to provide greater leadership. The portfolio has to show how a need has been worked with and what still needs to be accomplished. It requires a great degree of trust to show a weakness.

* List the benefits of administrative portfolios.

It should provide meaningful dialogue. I can keep administrators focused on a needed goal. It is a tool that can guide the needed professional development.